

**2005–06 WKCE-CRT**  
**ASSESSMENT GUIDELINES AND ACCOMMODATIONS**

<b>Assessment Guidelines and Accommodations</b>													
All Students		Students with Disabilities/504		English Language Learners		•	•	•	•	•	•	•	•
<b>I. Assistance Prior to Administering the test</b>						•	•	•	•	•	•	•	•
1. Teach test-taking skills.													
2. Administer practice activities.													
<b>II. Motivational</b>						•	•	•	•	•	•	•	•
1. Provide treats, snacks, or prizes, as appropriate.													
2. Provide verbal encouragement of student's efforts.													
3. Encourage student who may be slow at starting to begin.													
4. Encourage student who may want to quit to sustain effort longer.													
5. Encourage student to remain on task.													
<b>III. Presentation/Test Directions and Content</b>						•	•	•	•	•	•	•	•
1. Use visual magnification devices.													
2. Use a large-print edition of the test.													
3. Use audio amplification devices.													
4. Use markers to maintain place.													
5. <b>Allow students to mark with pencil as they read test content.****</b>													
6. Read directions aloud.													
7. Use a tape recording of directions.													
8. Use directions that have been marked with pencil by teacher and student.													
9. Reread directions for each subtask as needed.													

	All Students	Students with Disabilities/504	English Language Learners
<b>10. Simplify language in directions.*</b>	•	•	•
11. Have student reread and restate directions in his/her own words.	•	•	•
12. Use sign language or oral interpreters for directions and sample items.	•	•	•
13. Turn pages for the student.	•	•	•
14. Provide spelling assistance, where appropriate. (Not allowed for English Language Arts or Reading test)	•	•	•
<b>15. Use directions that have been marked with highlighting by teacher and student.**</b>	•	•	•
16. Provide Braille or large-print editions of the test.	•	•	•
17. Provide a copy of diagram/tables needed for tasks so that student does not have to flip back and forth in test book.	•	•	•
<b>18. Read questions and content to student.* (Not allowed on Reading test)</b>	•	•	•
<b>19. Sign questions and content to student.*</b>	•	•	•
<b>20. Use Text-Talker converter.*</b>	•	•	•
<b>21. Provide the assistance of a qualified translator to read or translate test items in content areas (orally or in writing).* (Not allowed on English Language Arts or Reading test)</b>	•	•	•
22. Read questions and content aloud in simplified English, in English as written, or in the native language. (Not allowed on English Language Arts or Reading test)	•	•	•
<b>23. Provide spelling assistance, such as spelling dictionaries and spell/grammar checkers. Provide bilingual word lists, customized dictionaries (word-to-word translations), and glossaries.* (Not allowed on English Language Arts or Reading test)</b>	•	•	•
24. Explain/clarify directions in native language or English. Provide both oral and written directions in either native language or English, including audiotaped directions. (Not allowed on English Language Arts or Reading test)	•	•	•
25. Provide audio recording of test items in English that is simplified English for words not related to content. (Not allowed on English Language Arts or Reading test)	•	•	•

Assessment Guidelines and Accommodations			
<b>IV. Response</b>			
		All Students	Students with Disabilities/504
		English Language Learners	English Language Learners
1.	Allow students in grades 3 and 4 with an IEP or 504 Plan to use a calculator on all sections except the sections measuring computation skills.	•	•
2.	Mark responses on large-print answer document.	•	•
3.	For selected-response items, indicate responses to a scribe.	•	•
4.	Record responses on audiotape. (Not allowed for Writing test)	•	•
5.	For selected-response items, use sign language to indicate response.	•	•
6.	Use template to maintain place for responding.	•	•
7.	Use graph paper to align work.	•	•
8.	For constructed-response items, indicate responses to a scribe, except for Writing test.	•	•
9.	Use pencils adapted in size or grip.	•	•
10.	Use speech synthesizer or electronic reader.	•	•
11.	Use computer or word processor for recording responses; then transcribe into the test book.	•	•
12.	Use Braille writer for recording responses.	•	•
13.	Use communications device to indicate responses.	•	•
14.	Use lined or grid paper for recording answers when only blank space is provided.	•	•
15.	<b>Allow student to use highlighter as student reads content of test. **</b>	•	•
16.	Allow student to respond orally (or in writing) in native language, and a translator records (or translates) student response in writing in English. (Not allowed on English Language Arts or Reading test)*	•	•
17.	Provide audio recording of test items in native language version. (Not allowed on English Language Arts or Reading test)*	•	•
18.	Provide side-by-side bilingual test or translated version. (Not allowed on English Language Arts or Reading test)*	•	•

Assessment Guidelines and Accommodations		<b>V. Setting</b>	All Students	Students with Disabilities/504	English Language Learners
Setting	Accommodation				
1. Provide distraction-free space or an alternative location for the student (e.g., study carrel, front of classroom).	•	•	•	•	•
2. Take the test with a small group or a different class.	•	•	•	•	•
3. Take the test at home or in a care facility (e.g., hospital), with district supervision.	•	•	•	•	•
4. Use adaptive furniture.	•	•	•	•	•
5. Use special lighting and/or acoustics.	•	•	•	•	•
6. Place the student in the room or part of the room where he/she is most comfortable.	•	•	•	•	•
7. Provide for an individual and supervised test administration.	•	•	•	•	•
8. Allow the student freedom to move, stand, or pace during an individualized administration of the test.	•	•	•	•	•
<b>VI. Timing/Scheduling</b>		<b>1. Timing of the test ***</b>	Scheduling	Each tested subject is given in multiple sections. There is no need to test all sections in a subject on the same day. Example: Mathematics has three sections. All Mathematics sections can be given in one day, or sections can be given on multiple days.	Each section of every test has a specific time allotment to complete the test. A person administering the test may provide a break or multiple breaks as long as the time allotted for students to take the test is provided. Example: The time allotment for a section of a test is one hour. Instead of scheduling the test from 9:00 a.m. to 10:00 a.m., the test administrator may schedule it from 9:00 a.m. to 10:15 a.m. and provide a 15-minute break. The students were given the time allotted to take the test—one hour—and were given a 15-minute break.
1. Timing of the test ***	Scheduling				
2. Scheduling		•	•	•	•

All Students	Students with Disabilities/504	English Language Learners
<p><b>3. Provide extra time for any timed test.</b> *   *** Each section of every test has a specific time allotment to complete the test. ELL students and students with disabilities/504 may be provided extra time beyond the time allotted. Example: The time allotment for a section of the test is one hour. Time may be extended for as long as the student needs to complete this section as long as this section is completed within the day it has been started.</p> <p><b>4. Allow more breaks that result in extra time for any timed test.</b>*   *** ELL students and students with disabilities/504 may have additional and/or extended breaks beyond the number of breaks provided during the administration of the test.</p>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

#### Explanations of asterisks

\* Denotes a Category 2 accommodation, which is an accommodation that may have an effect on student performance that should be considered when interpreting individual test scores. If these accommodations are used, they must be recorded on the back of the student's test book.

\*\* Denotes an accommodation involving the use of highlighters. Highlighters may be used only by ELL students and students with disabilities. Please note: Carefully supervise the use of highlighters because they may cause smudging of pencil marks and bubbles and, therefore, could affect reliability of scoring. If highlighters are used, the following guidelines must be followed:

#### **Guidelines for Highlighters (CTB McGraw Hill):**

1. Do not allow the highlighting of track marks, lithocodes, skunk lines, barcodes, preslugged bubbles, or any carbon black printing. (See page 62 for descriptions of these areas.) The highlighters cause these black inks to blur and bleed.
2. Do not allow the highlighting of pencil marks of any kind, whether bubbles or handwriting. The highlighters cause pencil marks to blur and bleed.
3. Use only highlighters from the following list (these highlighters were tested and found to have minimal problems):
  - Avery Hi-liter
  - Avery Hi-liter, thin-tipped
  - Bic Brite-Liner
  - Sanford Major Accent
  - Sanford Pocket Accent, thin-tipped

**\*\*Denotes an accommodation for which test security should be considered.**

Test security must be maintained during all breaks within a testing session. To lessen the risk of a security breach occurring during these breaks, students requiring the use of restroom facilities must be escorted by either the proctor or a test examiner. In addition, students must not be allowed to use any form of wireless communication during these breaks.

**\*\*\*\*Parameters for marking the test book with #2 pencil:**

- Do not mark in the bubble answer positions.
- Do not mark in the student pre-ID barcode on the barcode label.
- Do not mark in the timing tracks (the parallel lines along the side of the test book).
- Do not mark in the skunk lines (the little squares and rectangles across the bottom of each page of the test book).
- Do not mark in the lithocodes (the squares and numbers across the bottom of the document on the first and last page of the test book).
- Do not mark more than one answer bubble, as the scanner cannot determine a response.